

1116-A5-217 **Samuel Luke Tunstall*** (luke.tunstall@gmail.com). *Tests or Projects? The Impact of Summative Assessment in Promoting Quantitative Literacy.*

This research stems from efforts to infuse quantitative literacy (QL) in an online version of college algebra. Two sections of an online college algebra course ran in summer 2015. The only distinction between the courses was that one had numeracy-focused projects at the end of each unit, rather than an exam. Using the QLRA (developed by members of the National Numeracy Network) and qualitative methods for the measurement of numeracy, we found that both sections had significant gains in algebra ability, while only students in the numeracy-focused section had significant gains in their affect towards mathematics. In this talk I will discuss the study, as well as the implications of the findings for any general education math course. (Received August 14, 2015)